

## **Chart Notes from August 22, 2016 Steering Committee Meeting and emailed Comments**

In 20 years, if we improve or revise the accountability system, what will Kentucky experience?

### **Post-secondary outcomes**

- Top per-capita income
- 90% of high school graduates are self-sufficient
- World-class workforce (including strong soft skills)
- Equality between college and career ready (future ready)
- Attached/successful postsecondary for all students
- All students graduate with options to succeed in college or a career
- The accountability system must drive a systematic change in our work in a way that will enhance the economic vitality of Kentucky.

### **Elementary/Secondary school outcomes**

- Opportunity to learn
- Global competence
- Assess the soft skills needed for college and careers in the 21st century
- Improved kindergarten readiness
- Closing gaps
- Improved literacy rates

### **Elementary/Secondary school outcomes**

- Individual learning plans for all students: lower performing, higher performing
- Competency-based education
- A well-rounded education must include focusing on growing strengths and deficiencies of children (including all, from special education through gifted and talented) in areas outside of reading and math

### **Better assessment system**

- Assessment system is valid for all students
  - reassess the allowable testing accommodations for ELs
  - explore adaptive assessments to accurately assess without a ceiling high performing and gifted and talented students
- Assessment system supports competency-based education—competency-based assessment
  - Opportunities for learning must be available to any child who is capable of learning at higher levels. Our new accountability model must include language that supports children of exceptional abilities without constructing barriers such as age or grade level in our elementary, middle, and high schools.

### **Better accountability system**

- System is intuitive and easy to understand
- Accountability measures success, not driving it
- Students value accountability, can see progress
- Educators use accountability system to improve
- Local boards of education could be given a stake in the accountability for their district by assuming the responsibility to develop a customized “growth goal” and then use the data or "leading and lagging indicators" to demonstrate movement toward that goal
- Community respects accountability system and high school diploma
- Teachers are experiencing fatigue with implementation. How to build common message and excitement? Need to promote urgency. Why, as a teacher, parent, principal, superintendent, community member, should I be concerned?
- The system must foster internal motivation. We need to find a way within accountability to take the focus away from testing and put the focus on learning.

We need to:

- identify what students should know and be able to do upon graduation;
- structure a learning environment that will facilitate the achievement of outcomes (This means time and place probably need to go.);
- develop a curriculum aligned with outcomes; and
- develop appropriate assessment.

We have supposedly done this, but...